DOCUMENT RESUME

ED 231 701 SO 014 729

AUTHOR	Dorn, Charles M.
TITLE	The Arts: A New View from the Tower.
INSTITUTION	National Association of Secondary School Principals, Reston, Va.
PUB DATE	Mar 83
NOTE	13p.; Best copy available.
AVAILABLE FROM	National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($1.00, quantity discounts available).
PUB TYPE	Reports - Descriptive (141) -- Information Analyses (070) -- Collected Works - Serials (022)
JOURNAL CIT	NASSP Curriculum Report; v12 n3 Mar 1983
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Disabilities; *Educational Trends; Gifted; Interdisciplinary Approach; *Music Education; National Organizations; Newsletters; Program Descriptions; Resource Materials; School Districts; Secondary Education; Special Programs; Staff Development; State Departments of Education; *Theater Arts; *Visual Arts

ABSTRACT

New trends for visual, musical, and theatrical arts are described in this report, which is arranged into seven brief sections. The first section reports on the trend to integrate the arts into the secondary academic curriculum (a kind of mainstreaming). Specific efforts directed toward mainstreaming at the local, state, and national levels are identified in sections 2 and 3. Efforts are noted of three national organizations (the College Board, the National Foundation for Advancement in the Arts, and the National Association of Independent Schools) toward mainstreaming programs that recognize arts education as basic for all students and essential for the nation's future artists and performers. In section 4, on specialized schools and curricula, the needs of specialized populations in the school, especially arts education for the gifted and talented and the handicapped, are noted. Examples are given of nine programs for these specialized populations in new arts schools which have been established at the state and local levels. Section 5 lists six state and local agencies which have developed curriculum and evaluation schemes in support of programs to mainstream the arts and to provide arts programs for specialized populations. Section 6 briefly describes seven new local and state programs which are designed to assist teachers in using new curricula and in developing new strategies for teaching the arts. Listings include names of a contact person and an annotated description of the project. The concluding section presents a challenging and optimistic view for art education, indicating that there is support for the arts, commitment at the state and federal levels, and growth in arts programs in local schools and communities. (RM)

BEST COPY AVAILABLE

nassp
Research / Ideas / Practice
CURRICULUM REPORT

Vol. 12 No. 3 ISSN 0547-4205 March 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
T. Koerner
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED231701

THE ARTS: A NEW VIEW FROM THE TOWER

Assessing how any art form is faring in the secondary school is always risky, but to do so for all three arts--visual, musical and theatrical--may be total madness. Indeed, what we often think is occurring is only as valid as the opinions of those we ask. Nevertheless, one can make some fairly useful generalizations about new trends by sampling efforts both within and among the arts.

The most notable development may lie in collaborative efforts to integrate the arts into the academic curriculum, a kind of "mainstreaming." Local and state arts agencies, as well as certain national organizations, are working to articulate the goals of art in the school, and to redefine the arts in relation to secondary graduation requirements, college admissions, and art study at the post-secondary level.

Mainstreaming the arts is represented through a variety of activities:

(1) Redefining arts curricula in terms of competencies required for high school graduation and college admission;

(2) Developing specialized schools and curricula which recognize the various levels of artistic performance;

(3) Infusing the arts into the academic curriculum of the school.

Mainstreaming by Nationally Based Organizations

Several national organizations have proposed programs that recognize arts education as basic for all students and essential for the nation's future artists and performers. These organizations include the College Board, the Educational Testing Service, the National Foundation for Advancement in the Arts, and the National Association of Independent Schools.

SO 014 739

■ The College Board, focusing mainly on graduation requirements, has recently taken three important steps toward recognizing the arts as an academic competency in the secondary school. These are: (1) the appointment of an arts representative to the Board's Academic Affairs Council; (2) the creation of an Ad Hoc Advisory Committee on the Arts; and (3) inclusion of the arts as one of six subject areas in the basic academic curriculum recommended by its Project Equality. The Board is currently considering the inclusion of the term "observing" as one of the project's basic competencies for all high school graduates. Project Equality is attempting to identify what every student should know in order to successfully pursue college work. The project already has defined the visual and performing arts as one of six subject matter areas in which all secondary students should have a record of achievement. The project's patterns of preparation in the arts statement defines these achievements in historical, critical, and productive domains.

■ National groups are advocating art studio training as a part of the mainstream of secondary education. This effort is supported mainly by a national program called Art Recognition and Talent Search (ARTS), developed originally by the Educational Testing Service and the National Foundation for the Arts in cooperation with 34 national educational associations, including NASSP. ARTS is now sponsored by the National Foundation for Advancement in the Arts, Miami, Fla., specifically to identify and financially help talented secondary school students in art, music, dance, theater, and creative writing. In the 1981-82 ARTS program, 150 students received nearly $400,000 in cash awards from NFAA. These young people and an additional 313 "promising young artists" in ARTS were also eligible for more than $730,000 worth of college scholarships. The program is the first national effort to bring recognition to arts teachers and performance-based art programs in the secondary school.

■ The National Association of Independent Schools recommends mainstreaming the arts to its member schools. An NAIS arts planning group is preparing an arts curriculum statement to define essentials of a quality arts program in member schools. The document will define the primary focus of arts education as liberal arts education. It will deal with such matters as minimum requirements, credit, student evaluation and grading, class size, teacher load, scheduling and facilities.

Mainstreaming at State and Local Levels

Similar efforts to mainstream the arts into the academic curriculum of the school are supported by various state departments of education and local school districts throughout the United States. These efforts include:

(1) the development of new arts curricula; (2) the development of specialized schools and programs; and (3) efforts of arts faculty/staff development.

Exempli Gratia

IDAHO STATE DEPARTMENT OF EDUCATION, Boise, Idaho 83720
Contact: Bert Burda, music consultant and fine arts coordinator

The Idaho Comprehensive Arts in Education Plan is identifying strategies and methods to help schools enliven their total curriculum with the arts, expand and strengthen their existing arts programs, and utilize new and varied resources for teaching the arts. Three pilot sites for implementing the plan at the elementary level were selected for the 1982-83 school year, with additional pilot sites to be added during the next two years at the junior and senior high school levels.

DEPARTMENT OF EDUCATION, Hato Rey, P. R. 00919
Contact: Rafael Caraball, director, visual arts program

Puerto Rico's Luchetti Special Art Program integrates visual arts into the academic curriculum. Studio courses are taught in units of 100 minutes each day. The program is directed by a well-known artist. Students must complete six years of art to receive a high school diploma.

ROSEMORE JR. HIGH SCHOOL, 4735 Kae Ave., Whitehall, Ohio 43213
Contact: Betty Katz, art teacher

Rosemore offers an exemplary comprehensive art curriculum. Developed for the district as a whole, the curriculum includes units of study on making art, understanding how artists work, and understanding how society expresses values and beliefs in art forms. The curriculum is required for all students in seventh and eighth grades. A similar program is taught to gifted and talented students.

ATLANTIC CITY HIGH SCHOOL, Albany and Atlantic Avenues, Atlantic City, N.J. 08401
Contact: Alia Sayegh, supervisor, arts and humanities

The program at Atlantic City High School integrates writing into studio arts classes. Emphasis is placed on: 1) expressive components in which feelings are translated into visual symbols and words are used to express these images; 2) descriptive components in which projects are explained as a step-by-step process; and 3) evaluation activities, including analytic critiques of colleagues' work.

NITSCHMANN MIDDLE SCHOOL, 909 West Union Blvd., Bethlehem, Pa. 18018
Contact: A. Thomas Kartsotis, principal

Bethlehem has developed Philosophy for Children, a program for upper elementary and middle school students that is designed to build thinking skills through a range of coordinated experiences in the arts and humanities. The National Endowment for the Arts has awarded funds to the district for extended teacher inservice training.

PINE BLUFF HIGH SCHOOL, 711 W. 11th, Pine Bluff, Ark. 71601
Contact: Mary Ann Stafford, chairperson of art department

Pine Bluff offers Humanities I to eleventh and twelfth graders. The program is organized in four nine-week units: Tribal Man, Classical Man, Renaissance Man, and Modern Man. The course correlates the visual arts, music, drama, literature, and philosophy within an historical framework.

Humanities II is offered to twelfth graders, and may fulfill English requirements if taken for two semesters. Units include: Man and Self, Man and God, Man and Society, and Man and the Future. The course includes an integration of the arts, philosophy, religion, and history, with an emphasis on critical and creative thinking.

ELK RIVER SCHOOL, Elk River, Idaho 83827
Contact: Mary Simeone, director, Elk River School Arts Festival

Elk River School, a small school of fewer than 100 students K-12, is located in the mountains of Idaho. For the last two years, it has sponsored a school and community-wide arts festival. Professional, college, public school, and folk artists from the community provide enrichment experiences for students and patrons in many art areas, such as dance (creative and folk), puppetry, spinning and weaving, instrumental and vocal music, story telling, poetry, printmaking, etc. The program is financed by a small registration fee.

Specialized Schools and Curricula

While acceptance of the arts as a part of the basic educational program of the school has surely been encouraging, those efforts which have focused on the needs of specialized populations in the school, especially the arts education for the gifted and talented, and the handicapped, have been even more dramatic.

Certainly one of the most extensive efforts to meet the needs of special populations has been the growth of specialized art schools for the gifted and talented. Dozens of new arts schools have been established at both the state and local levels. Although no firm data exist to confirm the number of such schools, they may well be into the hundreds. Special schools include magnet schools for full-time students in the visual and performing arts, school-within-a-school organizations, and outreach or bus-in for partial-day instruction.

e g MONTGOMERY COUNTY VISUAL ART CENTER, Einstein High School, Kensington, Md. 20895
Contact: Oroon Barnes, instructor

Montgomery County's center offers selected senior high school students an opportunity for intensive study in the visual arts, with emphasis on two-dimensional design and vocational training that will have market value. Students attend the center for one half of each school day. Placement is for one semester or more. The center is open to talented junior and senior high school students during the summer.

e g GREENVILLE FINE ARTS CENTER, 1614 West Washington Rd., Greenville S.C. 29601
Contact: Charles Welch, principal

The School District of Greenville County has a pull-out program housed in a renovated elementary school that is redesigned to accommodate the special needs of arts classrooms and work areas. The program is designed for students in grades 10-12. Students are bused from their home schools.

Programs are available in art, film/video, and photography. All students are required to take one year of the beginning two-dimensional design course. The second year is a nine-week rotation of survey courses in drawing, printmaking, metal/jewelry, and ceramics. At the third level, students can elect commercial design and drawing, advanced printmaking, ceramics, drawing, or metal. The film/video program offers two year-long courses. The photography course is for one year. Application to the school requires a transcript from the student's home school, a recommendation from the art teacher, and a portfolio of art work. Final selection is made by the fine arts center staff.

e g BEAUFORT COUNTY SCHOOLS, P.O. Box 309, Beaufort, S.C. 29902
Contact: Roy Biddle, director of arts in education

Beaufort County has a rural model art-for-the-gifted program founded with Arts in Education project monies and located at the University of South

Carolina - Beaufort Campus. The program is designed for high school juniors and seniors; classes are conducted from 1:00 to 3:00 in the afternoon.

Instructors include local artists and art teachers from the school system who focus on their specialties in two to three-week units. Project funds are used to hire substitutes for art teachers while they conduct particular units. Student selection is by application and recommendation.

PUERTO RICO DEPARTMENT OF EDUCATION, Cesar Gonzales Ave., Hato Rey, P.R. 00919
Contact: Joyce C. Mathews, director, music program

Puerto Rico has six Free Schools of Music, which are dedicated primarily to teaching instrumental music. Only talented students who have passed several musical ability tests are admitted to these schools.

STATE DEPARTMENT OF EDUCATION, Box 44064, Baton Rouge, La. 70804
Contact: J. Kelly Nix, superintendent, state department of education

A school for talented students is located at Northwestern State University in Natchitoches. All art forms are taught.

JOHN S. DAVIDSON FINE ARTS SCHOOL, 1114 Telfair St., Augusta, Ga. 30901
Contact: Beverly Barnhart, principal

Richmond County Schools recently opened the John S. Davidson Fine Arts School, a special middle school. This new magnet school, grades 5 through 9, accepts students for study in dance, visual arts, drama, and vocal and instrumental music. The board of education in Richmond County has agreed to expand the school by one grade each year until grades 5 through 12 are included.

■ Several school districts and states offer out-of-school specialized programs for gifted and talented youngsters.

MONTGOMERY COUNTY SCHOOLS, Rockville, Md. 20850
Contact: Richard T. Pioli, director, aesthetic education

Montgomery County operates a Summer School for the Performing Arts. Selected students from elementary, junior, and senior high schools are offered an opportunity for intensive study in four art forms: acting, vocal music, instrumental music, and dance. Each student also selects one area for concentrated study.

■ Programs for handicapped students in the arts, while fewer in number, address the unique needs of that specialized population. Two of the many programs currently being funded are:

HANNAH PENN MIDDLE SCHOOL, 415 East Boundary Ave., York, Pa. 15403
Contact: Toni C. Milto, teacher; Ronald Toomey, director, fine arts

The program at Hannah Penn is built around the needs of mainstreamed middle school students. The program centers on music, folk arts, and storytelling by a blind artist, and involves a number of socially and emotionally disturbed students.

TEXAS SCHOOL FOR THE BLIND, 1100 W. 45th St., Austin, Tex. 78756
Contact: William Miller, superintendent

The business of play production goes on as usual at the Texas School for the Blind despite the fact that the participants are visually impaired or blind. The students participate each year in the Texas University Interscholastic League One-Act Play Contest along with students from some 1,000 other high schools.

Guidance for Curriculum Development and Evaluation

State and local agencies have developed curriculum and evaluation schemes in support of programs to mainstream the arts and to provide arts programs for specialized populations.

DEPARTMENT OF EDUCATION, Division of Humanities and Secondary Administration, Commonwealth of Virginia, Richmond, Va. 23216
Contact: Frank Fuller, Jr., supervisor of English, theater, and speech

Encore! Dramatic Arts and Theater in our Schools K-12 is Virginia's first curriculum framework for theater arts. The Virginia program provides assistance for school officials and teachers in planning and developing theater and dramatic arts programs for a wide range of students. The dramatic arts framework includes grades K-12 in scope and sequence, and criteria for judging effective programs.

CONNECTICUT STATE DEPARTMENT OF EDUCATION, Hartford, Conn. 06145
Contact: Robert Saunders, art consultant

A Guide to Curriculum Development in the Arts, published by the Connecticut State Department of Education, is designed to assist local school district curriculum committees develop curricula in the arts (music, visual arts, dance and theater), and with total arts program design.

CALIFORNIA STATE DEPARTMENT OF EDUCATION, Bureau of Publications, P.O. Box 271, Sacramento, Calif. 95802

The California State Department has developed two new publications, Visual and Performing Arts Framework, which describes how four art forms can be integrated into the district; and a Fine Arts Handbook, written to help administrators or advisory committees to assess the quality of their programs.

OHIO DEPARTMENT OF EDUCATION, 65 S. Front St., Columbus, Ohio 43215
Contact: Jerry Tollifson, state art education consultant

Ohio's State Department has produced three curriculum aids, (1) "Guideline for Planning Art Education in Middle/Secondary Schools of Ohio"; (2) "Assessing Art Instruction in the Elementary and Secondary Schools of Ohio"; and (3) a TV Inservice Program, "What's an Art Curriculum for, Anyway?"

MINNESOTA DEPARTMENT OF EDUCATION, 645 Capitol Square Building, 550 Cedar St. St. Paul, Minn. 55101
Contact: Susan Vaughn Kamla, music education specialist

The 1982 Essential Learner Outcomes in Music Education was developed by a committee of experienced music educators with expertise in curriculum development. The materials reflect the principles of the Minnesota Elementary and Secondary Guides and of the Music Educators National Conference.

Music for Students with Special Needs was designed to provide music as an integral part of the education of all students in Minnesota, including the handicapped. The materials represent a cooperative effort between music educators, special education teachers, classroom teachers, and music therapists. They are intended to help school administrators and educational personnel implement curricula suitable for handicapped students.

BALTIMORE COUNTY PUBLIC SCHOOLS, 6901 Charles St., Towson, Md. 21204
Contact: Linda P. Wilson, resource teacher

Baltimore has produced a handbook, Providing for the Gifted and Talented Art Student, to assist teachers in planning challenging programs. The purposes

of this resource are: (1) to provide a variety of methods to identify gifted and talented art students, K-12; (2) to suggest ways of facilitating the education of the identified students; and (3) to provide means of assessing the effectiveness of the learning challenges provided them.

Teaching—The New Programs

A variety of publications, inservice education strategies, and staffing arrangements are emerging from state and local agencies to assist teachers in using new curricula and in developing new strategies for teaching the arts.

LITTLE ROCK SCHOOL DISTRICT, West Markham and Izard, Little Rock, Ark. 72201
Contact: Barbara Moody, coordinator of arts in education

The Little Rock Schools offer mini-inservice courses in arts in education, crafts of all nations, calligraphy, stenciling, and Victorian Arkansas. Classes meet for 3 or 6 hours. One credit on the salary schedule is granted when a teacher has accumulated 15 hours. Classes are responsive to teacher needs; art skills are taught as tools for instruction.

NORTHSIDE INDEPENDENT SCHOOL DISTRICT, San Antonio, Tex.
Contact: Charles Jeffries, John Jay High School, 7611 Marbach Rd., San Antonio, Tex. 78227

The theater departments of John Jay High School, John Marshall High School, Oliver Wendell Holmes High School, and Tom C. Clark High School are combining their students, personnel, and resources for an annual co-op production. This unique venture is known as the Northside ISD Shakespeare Festival. The positions of producer, director, designer, and technical director rotate among the four theater teachers. Study guides are prepared for all students, and the shows tour to each of the campuses. Past productions include "A Midsummer Night's Dream," "Julius Caesar," "The Tempest," and "Romeo and Juliet."

LANCASTER-LEBANON INTERMEDIATE UNIT, 236 Union Deposit Mall, Harrisburg, Pa. 17111
Contact: Lola Kearns, director

Lancaster-Lebanon is part of a statewide project providing staff and curriculum development help in all intermediate units to incorporate the arts in the education of handicapped students. The project, funded by the Pennsylvania State Department of Education, employs resident artists and curriculum specialists to work with special education and arts teachers.

FITZGERALD CITY SCHOOLS, P.O. Box 1047, Fitzgerald, Ca. 31750
Contact: Janetta Paulk, curriculum director

The Fitzgerald City Schools administer one of the five United States Education Department arts education projects underway in Alabama, Florida, Georgia, Mississippi, and South Carolina. This rural demonstration site in Ben Hill County, Fitzgerald, Ga., has produced curriculum materials that are available to local school systems. They include:

Hand Made Instruments for the Classroom (a booklet), by Bond Anderson.

Creative Dramatics in the Elementary Classroom (a booklet and videotape), by Rosemary Newcott and John Forest Ferguson.

Arts and Education Teacher Resource Materials, collected by the Project Coordinators.

Rural Environment Art, Mathematics and Science (REAMS), a booklet accompanied by two sets of slides.

FOXFIRE, Rabun Gap, Georgia 30568
Contact: Joyce Calborn, Grants Management Office

In 1966, Eliot Wigginton, a first year English teacher at Rabun County High School, suggested to his students that they put together a magazine about the customs of the local Appalachian Mountain natives. "Foxfire" magazine was the result of this assignment. This was the beginning of a series of seven Foxfire books, a Broadway play, the organization of Foxfire Fund, Inc., and an arrangement for offering special classes in the Rabun County public schools. This non-profit educational organization provides a broad-based introduction to Appalachian traditional culture focusing on the local community. Both oral and material genres are covered including music, tales, jokes, superstitions, architecture, folkways, folk medicine, and folk art. Students are given the opportunity for hands-on experience in all courses. For example, in the music classes, students design and fashion handmade primitive musical instruments. Advanced students share in a process of both learning and teaching. A string band, composed of advanced students, performs regularly at community gatherings and on local cable television.

One of the ultimate goals of the Foxfire Fund, Inc., is to present the Foxfire educational concept to high schools in other parts of the country. Rabun County students are actively engaged in an exchange of ideas in traveling to various school systems throughout the United States and Canada.

It has long been an objective of Foxfire to somehow create a climate that would allow the young people of Rabun County to return to their home after vocational school or college to use their skills to the benefit of themselves, their families and their community.

TEAMS, Virginia Museum, Box 7260, Richmond, Va. 23221
Contact: Estelle Porter, TEAMS Coordinator

The Traveling Exhibition and Media Services (TEAMS) offers a fully-developed resource-lending service of 90 exhibitions of original art and some 500 audio visual programs on the visual and performing arts. This cultural service to public schools and Virginia's citizenry was begun about a half century ago by the Virginia Museum. Today this service serves as a model for similar programs as they develop throughout this country and abroad.

TEAMS circulates Artmobiles--large tractor-trailer vans that are specially designed and constructed to serve as travelling art galleries. Each year, the Artmobiles bring valuable works of art to Virginians in large and small communities throughout the state. A curator who accompanies each Artmobile on its statewide travels, serves as the Artmobile's gallery director and is available to discuss the exhibition with individual visitors and groups. The Artmobile curator also presents slide lectures on the Artmobile exhibition to students and other community groups throughout the state. The Museum sponsors statewide tours of nationally acclaimed troupes of professional actors, dancers, and musicians.

The View Ahead

Support for the arts has increased perceptibly since the National Endowment for the Arts was established more than a decade ago. Not only has commitment been strengthened at the federal and state levels, but there has been phenomenal growth in arts programs in local schools and communities. A wide range of organizations and agencies are now available to work with schools that are interested in enhancing access and participation in all forms of the arts. Many small and interesting curriculum projects have emerged, but as yet no large-scale or substantive agreement has been reached on standards for a comprehensive arts curriculum.

Arthur Steller, in the November 1979 NASSP Bulletin, puts it this way:

American education is presently in a state of depression. Declining student enrollments which result in teacher layoffs and school closings, pressures for reducing school taxes, and lower test scores, contribute to the problem. American education is in need of a catalyst to generate a resurgence of enthusiasm.

The arts just might fill that need...

The concept of the arts leading American education to a new level of optimism and respectability is not as far-fetched as it may seem. The enthusiastic support for a good high school music program is an indication of what we could possibly achieve for all of education through healthy thriving arts programs. The fine arts possess a natural regenerative power.

The educational pendulum is poised to swing toward the arts. Educators must be prepared to develop concrete programs that approximate the rhetoric. Otherwise, future art education programs will more closely resemble a series of fanciful adventures than a renaissance.

Courageous educators should move forward, committed to providing fine arts programs aimed at the realization of excellence. They should plan now to be ready to take advantage of the opportunity offered by the arts movement.

Kudos.....*This Curriculum Report was prepared by Charles M. Dorn, Professor of Art and Design in the Purdue University Department of Creative Arts.*

Curriculum Report is a bi-monthly publication of the National Association of Secondary School Principals, 1904 Association Dr., Reston, Va. 22091. Annual subscription rate of $4 is included in the dues of NASSP. Individual subscriptions are not available. Additional copies may be ordered: single copies, $1 each; 2-10 copies, 85¢ each; 11-99 copies, 75¢; 100 or more, 60¢. *Payment must accompany orders of $15 or less.*

ROBERT C. HOWE, *President, NASSP*
SCOTT D. THOMSON, *Executive Director*
JAMES W. KEEFE, *Director of Research*

THOMAS F. KOERNER, *Director of Publications*
CAROL BRUCE, *Assistant Director of Publications*
WARREN C. SEYFERT, *Contributing Editor*
BARBARA PANNWITT, *Contributing Editor*